DOCUMENT RESUME

ED 223 487 SO 014 339

AUTHOR Stirewalt, Maurice R.
TITLE A Community College Family History Program: The North Carolina Experience. Series 352.
INSTITUTION Church of Jesus Christ of Latter-Day Saints, Salt Lake City, UT.
PUB DATE Aug 80
NOTE 20p.; Paper presented at the World Conference on Records "Preserving Our Heritage" (Salt Lake City, UT, August 12-15, 1980).
AVAILABLE FROM Genealogical Society of Utah, 50 East North Temple Street, Salt Lake City, UT 84150 ($1.00).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Community Colleges; Course Content; Course Evaluation; *Local History; Program Descriptions; Program Implementation; Student Projects; Teaching Methods; Two Year Colleges
IDENTIFIERS *Family History; Genealogy

ABSTRACT

A Local History Program (LHP) was implemented at the majority of community colleges in North Carolina to assist lay involvement in research and enhance the preservation, preparation, dissemination, and use of local and family history materials in the state. The four major components of the LHP were the community colleges that volunteered to host the programs, the statewide coordinator, the instructors, and the students. Any adult over 18 could enroll. Course participants ranged from grammar school dropouts to Ph.D's. The majority wanted to learn how to trace their family trees. Each course, which ran from 36 to 40 contact hours, was localized and, therefore, varied in design and conduct. Participants learned about their county and local histories and sources of information and were involved in projects. Teaching techniques included hands-on sessions with artifacts and photographs, visits to newspaper morgues, show and tell sessions, and lectures. After 8 years, the LHP has had many positive results. For example, students have learned how to use primary and secondary source materials and have contributed their research papers to repositories. Books and newspaper articles have been published and slide presentations developed. Historical materials are now available to researchers through a Core Collection Project and a textbook has been published. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223487

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carla S. Western

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WORLD
CONFERENCE
ON RECORDS

PRESERVING OUR HERITAGE

August 12-15, 1980

A Community College Family History Program: The North Carolina Experience

Maurice R. Stirewalt

Series 352

Sp CH 339

The statements or
opinions expressed by
speakers at the conference
either verbally or
in written form
are those of the speakers
and do not
necessarily represent
the official position
of the sponsors of
the conference

Copyright © 1980
All Rights Reserved

Published in the
United States of America
Corporation of the President of
The Church of Jesus Christ
of Latter-day Saints

A COMMUNITY COLLEGE FAMILY HISTORY PROGRAM: THE NORTH CAROLINA EXPERIENCE

Maurice R. Stirewalt

Born in North Carolina. Resides in Cary, North Carolina. Director, local history program, Department of Community Colleges. Ed.D. (community college administration), North Carolina State University. Author, editor, teacher.

During the 1970s the North Carolina Department of Community Colleges sponsored a unique, statewide educational endeavor in local and family history known as the Local History Program. The adult-oriented program had one primary purpose: to encourage and assist lay involvement in research and thereby enhance the preservation, preparation, dissemination, and use of local and family history materials in the state of North Carolina. Realization of this purpose was sought through adult education courses, workshops, and other activities offered by the fifty-eight institutions in the state's community college system. All Local History Program (LHP) activities at the institutional level were governed by two primary objectives (1) to make citizens, collectively and as individuals, more aware of the importance and potential of local and family history as cultural and educational tools, and secure their aid in slowing the needless but consistent destruction of valuable data and materials; and (2) to provide those individuals who wished to become personally involved the knowledge, skills, and incentive to do research on local themes, such as families and individuals; schools, churches and cemeteries; businesses, roads, specific events or other phenomena of interest; or to abstract and index various records such as court minutes, deeds, wills, and newspapers. From September 1972 when the first classes were held, until the LHP ceased to exist as a community college function on 30 June 1980, nearly six thousand adult citizens completed LHP courses. Although the LHP existed for less than eight years, significant changes in the local and family history climate in North Carolina can be directly attributed to its influence.

This educational effort to enhance the two kindred fields originated in the mind of Dr. Dallas Herring, a man whose ability to convert visions into reality is legendary in North Carolina. Dr. Herring, then chairman of the State Board of Education, believed that the true genius of the American phenomenon is manifest in local and family history; and that a knowledge of these fields is perhaps the best single resource available to a citizenry who would keep the democratic way of life bequeathed to them by their forefathers. The many faceted turbulence of the late 1960s and early 1970s convinced the chairman that action on behalf of the local and family history fields was immediately desirable. A scarcity of resources coupled with the indifferent esteem in which the fields were widely held prevented any large scale approach, but Dr. Herring believed that the citizenry would, if given even a minimum of help and encouragement, act to preserve their past and put its lessons to use. His solution was to place within the community college system a change agent—a professional educator charged with finding "a way to bring people and local and family history into closer contact at the grass roots level"—and allow him ample time to find that way.

The individual chosen for the catalytic role was placed within the specialty education dimension of the community

college system, armed with the title of Coordinator of Local History, provided warm encouragement and cooperation at the State Archives and given great freedom and latitude in the pursuit of his task. The coordinator's initial efforts were characterized by the trial and error, experiment and failure, processes characteristic of new and uncharted ventures and necessary to the formulation of achievable goals and objectives. In time he found that the key to success rested in the willingness of lay and professional leaders across the state to act as an advisory committee and provide input concerning their perception of the philosophical and practical needs of the local and family history fields. Utilizing their advice and assistance together with lessons derived from previous failures, the coordinator opted for an intense effort to reach responsive citizens through the medium of adult education and designed a brief course syllabus entitled, Research in Local History and Biography: Materials and Methods. Syllabus content stressed the identification and location of relevant primary and secondary sources: the identity and location of relevant depositories, demonstration of the use of sources, research techniques, and student involvement in original research. Course length was estimated at about thirty-three contact hours spread over the eleven weeks which comprised a normal quarter in the community college system. Fifteen community colleges and technical institutes were persuaded to offer the course; instructors were recruited; and publicity of various sorts was generated at the local level.

Activation of the Research in Local History and Biography: Materials and Methods course in the fall of 1972 was begun in a spirit of nervous experimentation. If the approach failed, the coordinator had no further conceptual resources. Yet he, the advisory committee, and the first group of instructors could only proceed on the basis of assumptions about the nature of an effective approach; they could not predict with any certainty the degree of public response, the caliber of the students, or the students' reaction to planned course content. Consequently, the first classes were viewed as an experiment which, hopefully, would provide some answers. The instructors were urged to "do their own thing" within the syllabus framework. The question of active student involvement in research was left entirely to the discretion of the individual instructor. The pre-launch jitters were needless; the "experiment" was a resounding success!

The first courses not only proved the validity of the approach but also illustrated the importance of allowing each instructor to use the few constants and the many variables as he or she saw fit. The constants were the primary purpose and objectives, the coordinator, the syllabus, and the vehicle of the community college system. The variables included the caliber and interests of the students; the quality of publicity to attract their attention; the historical backgrounds of the individual counties and the national origins of local citizens; the nature and mass of surviving local public and private records and the accessibility of those records; the interest and support of individual community colleges and technical institutes; the interest and support of relevant county officials, librarians, and organizations; the availability of human and material resources; and most critical, the attitude, interests, and effectiveness of the instructors themselves. One final variable, unpredictable, and uncontrollable, can only be described as the environment created by the mix of instructor and students within an atmosphere of similar interests and research action. In sum, the initial experience revealed that all classes would, of necessity, be somewhat experimental.

The course became popular and, in spite of a chronic shortage of instructors, was soon an intermittent offering at the majority of schools in the community college system. Although advanced courses, workshops and other activities were later included under the program umbrella, Research in Local History and Biography: Materials and Methods remained the basic thrust of the

effort which eventually came to be known as the Local History Program.

There were four major components of the LHP: the institutions which, as hosts, provided the vehicular structure; the coordinator who was both catalyst and program leader; the instructors, who as part-time employees of the institutions, comprised the delivery system; and the students whose involvement was the primary purpose of LHP existence. All four components were important. The educational institutions were not passive but could reject as well as accept the sponsoring of classes and could greatly enhance or cripple any local or family history course offered. The most critical component was the instructors upon whose knowledge and expertise all else depended. The most decisive component was the students. Their reaction to program content determined its life or death at the local level. The coordinator intitiated LHP action at the institutional level, played a secondary role at that level afterward, and brought a measure of cohesiveness to the program statewide.

Community colleges, technical colleges, and technical institutes in the North Carolina community college system are semi-autonomous bodies. The schools vary greatly in size, resources, and program emphasis. All are subject to some controls regarding curriculum programs, but each is the sole arbiter of offerings through the adult education dimension. Further, the scope and nature of each institution's adult education program reflects the degree to which it is committed to community service. Local and family history courses were welcomed, tolerated, or rejected at each school in direct proportion to that institution's involvement in community service.

The president, adult education director, and school librarian were critical to the success of individual LHP activities. If the president approved the offering, a minimum of cooperation from the other two was assured. If an effective adult education director also believed in the worth of the endeavor, problems with scheduling, audio visual equipment, salary, publicity, and a host of other items never arose. If the librarian was enthusiastic, the use of facilities and cooperation in securing materials was assured. The attitude of these three key persons was much affected by the success of the first LHP class operated under their auspices. If that course redounded to the institution's benefit in terms of enrollment, public approval and good will, and demand for continued and expanded services, it became "their" course--one which they would promote and care for as their own.

System institutions could derive broad or specific, observable or inobservable, benefit from the LHP. Some institutional leaders realized this potential and encouraged the LHP both for its own sake and for the sake of attracting citizens who might otherwise never enter the campus. One of the most gratifying (and amusing) instances of such benefit is probably unknown to institutional leaders even yet. One student, powerful and successful in his opposition to previous bond issues for a technical institute, spent twelve bone-chilling winter evenings wading through ankle deep mud in total darkness to get to and from the first LHP class held on that campus. The next bond issue for the institution passed.

The LHP was served by one full-time employee, the coordinator, who provided the principal leadership and assumed responsibility for general program content and direction. The coordinator was, fundamentally, a catalytic agent whose primary function was to initiate action and bring institutions, instructors, and students into a harmonious and productive relationship. In establishing courses his ideal goal was to create a self-propelling mini-LHP program at the local level, reduce his own role there to a minor and truly coordinative status and free himself for catalytic functions elsewhere. An ideal goal is seldom a realistic one and the coordinator experienced total failure in

several instances. However, most attempts to create a self-generating program locally resulted in a partial, workable realization of that goal. In some instances the ideal was reached. One classic example of harmony can be stated succinctly as a bibliographic entry:

> The Local History Class. Some Bible Records of Halifax and Northampton Counties, North Carolina. Weldon, N.C.: Halifax Community College, 1978.

The coordinator's first task in any locale was to meet with institutional personnel, explain the nature and function of the program, and convince them of the feasibility of offering a course and paying an instructor. His next task, patently the most difficult of all which comprised his role, was the identification and recruitment of an acceptable instructor. The instructor and adult education director were brought together; schedule, facility, and salary arrangements made; and plans laid for publicity and contact with appropriate local groups. The coordinator then conferred with the instructor on the design of a course outline and teaching techniques. He also furnished a few materials, assisted the instructor on the first class night, and observed the instructor's program at various times during the course.

All other actions performed by the coordinator derived from the success or failures of this phase. Among them were: coordinating with relevant agencies such as the archives; conducting workshops for new instructors; trouble-shooting; helping to design and tailor advanced and/or experimental courses; making speeches to a variety of groups and organizations; performing special services, such as specific research to alleviate critical needs aggravated by distance and lack of resources; and other efforts. In general, he tended to attempt any task which appeared reasonable and necessary to achieve success. These tasks varied widely overall and from one locale to another.

However, the very growth and momentum of the program forced the coordinator to compromise his primary role and become engaged in two additional dimensions of work caused by program successes and weaknesses. Success entailed increased dealings with librarians concerning the acquisition of relevant materials. What began as simply bringing librarians and instructors together for planning sessions grew into assisting librarians in the selection of materials, composing memoranda about new publications, workshops for librarians, and the design of special microfilm collections well beyond the scope of the Core Collection Project described below.

A major program weakness, the lack of teaching materials, resulted in a variety of problems which seemed resolvable only through the creation of a text (see below). Accordingly, the coordinator conceived and launched the idea of a text, but the successful pursuit of this goal became so increasingly complex and time-consuming that his primary role as catalyst and leader was seriously affected.

The coordinator was a major/minor figure; by contrast, the instructor was entirely a major figure who directed and dominated the action process at the local level where program results were (or were not) generated. Instructor selection was predicated upon acceptance of the primary purpose and objectives, research experience, familiarity with the area being served, and evidence of teaching abilities—qualities which, hypothetically, would enable the individual to conduct a course of maximum effectiveness. But, individuals experienced in local or family history research were scarce; those who possessed qualifications desirable in a teacher were rare; and the successful recruitment of those who appeared desirable was more rare still. No more than thirty were active during any given period.

The great variety of LHP course content and conduct which resulted from allowing instructors to "do their own thing" within the established parameters was accepted and even promoted by LHP leadership. Accepted

initially as an expedient, variety was encouraged from the lessons of experience. (1) The results were good, and (2) given the short supply of individuals qualified to teach and the paucity of teaching materials, there was simply no other choice. Indeed, much of the variety was intentional. The syllabus was only a conceptual tool—a framework of sources and materials common to local and family history research statewide—and a major part of each instructor's job was to design a course outline which reflected the peculiarities of the local area. The ability of each instructor to thus "localize" a course was quite important; it was perceived as the only rational way to expose laymen with local interests to fields which are primarily local in nature. As area residents, instructors were in an ideal position to secure the cooperation and/or involvement of librarians, county officials, newspaper personnel, and other local resource persons.

Whether male or female, young or elderly, introvert or extrovert, or given to lecture or discussion, the great majority of instructors were laymen qualified by research experience. Most also qualified by a love for the field—the salaries paid them as part-time adult-education instructors were certainly not the principal incentive. Most instructors viewed local history and genealogy as "two sides of the same coin" but tended to favor one "side" more than the other. Some instructors were retired but the majority were actively engaged in professions or avocations. In spite of the fact that a rather broad spectrum of background was represented, the opposite ends of the instructor continuum were represented by several men with Ph.D.'s in history, and several ladies with credentials in genealogy. The Ph.D.,s, recruited because of their intense involvement in local history and their "common touch," were effective instructors overall, most especially with students interested in local history; by contrast, the professional genealogists, though also effective overall, performed best with students interested in genealogy. Course content and conduct of these two small but opposite groups of instructors was, at times, so radically different that a student exposed to both would have had difficulty accepting their joint membership in the LHP. The actual conduct of each LHP course reflected the individual instructor's particular interests and strengths as modified by other variables and the expressed interests of the students as well. Few had any prior experience in dealing with adult students and, as time passed, each instructor's approach and course outline increasingly reflected those teaching experiences learned by trial and error, i.e., what techniques "worked" and what did not. However, their individual interests and philosophical approach seldom changed very much; on the contrary, these qualities tended to influence the research direction taken by students.

The teaching techniques used by the instructors were incredibly rich and varied. "Hands on" sessions with old records, artifacts, and photographs; visits to newspaper morques; "show and tell" sessions; and diagnostic treatments of related groups of relevant local records and materials illustrate but a tiny fraction of the variety. Some instructors employed humor to good effect as a teaching tool, especially with beginners bewildered by encounters with unexpected and disturbing facts. One instructor would, at an appropriate point, tell each class that he had been "liberated" from all notions of grandeur early in his research efforts and could therefore face all subsequent revelations with equanimity. He would recall how, after having discovered illegitimacy only two generations back on one side, he had gone on to research a family tradition of the other side about five ancestors who fought in the important Revolutionary battle of King's Mountain. In a droll voice, he would note that he had indeed found all five involved in the battle but that four were in the "wrong" army and one of the four had been hanged by the patriots. The story never failed to have a profound impression upon beginning re-

searchers struggling with conflict between their mental stereotypes of history and family and the hard facts found in records.

Though variety in design and conduct was the common denominator of all courses, the following characterisitics came to be somewhat typical: the courses ran thirty-six to forty contact hours instead of thirty-three as originally planned, and the classes met in three hour sessions one evening each week. One class session was usually devoted to the background of the county and its people; six or eight sessions were concerned with sources including census, family, county, church, and military records with research techniques blended in; one or more sessions were spent in visits to the courthouse, to area libraries, and perhaps to the state archives; one session was devoted to a lecture by a member of the archives staff; student projects were presented or highlighted at the final class meeting; and a great deal of student interaction occurred throughout the quarter. Class projects—cemetery surveys, tours of historical landmarks, and the like--were favorite techniques of some instructors. Others spurned group activities and involved the students directly with records and books, coaching them on a one-to-one basis. The activities of any class was a result of the dynamics created by the reaction of students and instructors to each other.

Any adult past eighteen years of age could attend LHP courses. Students of both sexes, from teenagers to octogenarians, represented all races, professions, and social strata. Bankers, engineers, Ph.D.'s, and the socially prominent rubbed shoulders with artisans, housewives, and grammar school dropouts; their motives were as disparate as their characteristics. The majority of students wanted to learn how to trace their family trees. A tiny proportion of this majority sought only the proof necessary to gain entrance into a prestigious society, or to show descent from royalty and suchlike; some of these were destined to find startling information in the bastardy bonds. A sizable minority were more interested in local history subjects, in tracing their land, or in restoration. Some came because they felt excluded from or unsatisfied with the local organizations; some attended because they had a vague, unformed interest in either local or family history and simply wanted to acquire information. A surprising number were school teachers seeking certificate renewal. Regardless of their motives for enrollment, all of the students were interested in learning how to do research. Many, however, had unrealistic goals, and almost all of them were burdened by the misconceptions so widespread among laymen notably that all answers are easily available "if one just knew where to look."

Irrespective of motive and goal, each class could usually be subdivided into three distinct categories of students. One group was immediately identifiable: those whose avid interest in identifying additional sources and learning new techniques stemmed from previous but limited research efforts. The participation of this group alone would have justified the program for it served to fill real needs for these people.

The most numerous category, those totally without research experience, had responded to publicity about a class for beginners. In general, these individuals were somewhat shy and apprehensive about their abilities and had difficulty believing that laymen could be involved in research. They constituted the most delicate strata of any class: if handled properly these students became involved and "on their way"; if not, they could be frightened away during the first weeks.

The least numerous type was interested in local and family history but not in writing. Many did some research and even took rough notes, but refused to write any type of paper. Some were simply unable to compose either from a lack of ability or inclination, or because of such factors as age or physical infirmity. Yet, as a rule, this type of student was a positive contributor to class activities. Some were

walking repositories of local lore and data; some acted as bridges to those in possession of materials and information; and others acted as legitimizers of local and family history activity in the community or among their peer groups.

The blending of such a wide variety of students, instructors, and resources resulted in a learning experience for everyone involved; all surprises were not confined to one side of the desk as it were. The students reacted in wonder at the existence of sources and materials unknown to them. For example, the most commonly known repository of historical and genealogical materials in North Carolina is the state archives. A high proportion of students did not ever know of its existence; most who did had never been on the premises and possessed only fragmented and distorted concepts of it. Even fewer students knew of the Genealogical Services Branch of the State Library and, far from any acquaintance with the magnificent collections at Chapel Hill and Duke and the rich denominational collections in the state, most had no idea of local courthouse holdings or that they, as citizens, were entitled to use these facilities. Most were typically American in their perception of the local library as a collection of novels!

But LHP personnel were in for surprises also. They were as astounded by what the students did know as what they did not. They were amazed by the range of interests; the possession and/or knowledge of old records in private hands; the ingenuity displayed in putting research projects together; the enthusiasm for class projects and for the fields in general; and the extremely effective cross-fertilization born of interaction among class members which, in some instances, resulted in an autonomous group creating their own momentum.

LHP results during almost eight years of existence can be considered in two broad areas of classification (1) research and projects accomplished by students or groups of students; and (2) the unforseen outgrowth or "spin off" results which reached far beyond the classroom. Student research can, for convenience, be considered as belonging to one of four categories (1) family history, (2) research relevant to both family and local history, (3) local history,and (4) research which was used principally for educational purposes.

The majority of students became engaged in genealogical research and their efforts can be roughly classified into three broad levels of achievement. Some of the research represented only basic data taken from secondary sources, human or written, and probably never continued. Simply put, the program failed to serve these students well either through a lack of resources relevant to their interests or by a failure to sustain their motivation.

The most common type of genealogical research performed by LHP students reflected progress in technique, knowledge of sources, and goal refinement. The research began at zero, or nearly so, and tended to conform to the following sequence pattern: a blank chart; family input and a resulting expansion of data; use of family records and secondary sources and a resulting expansion of data; and delving into primary sources, such as census, deeds, wills, etc., resulting in an expanded chart and the beginning of a real interest in family history, as opposed to merely charting. From this stage progress to a budding interest in local history; a desire to know more about sources, libraries and repositories; a desire to repeat the course; and requests for advanced courses was the norm. These developments occurred over time, sometimes becoming manifest after a class had ended. The following statement came after a course had ended and, although the writer had benefited from limited research experience prior to enrollment, the statement can serve to illustrate at least some of the effects of LHP courses upon the average student:

> I feel that the course has been of very real value to me. I gained a lot

of new information and insights about records and resources and libraries, but if it had accomplished nothing else the course made me realize that instead of quickly perusing an index, locating the name and page and hurriedly reading only the data I thought important, I must read what came before—and what came after—if I ever expect to understand and secure the real facts.

So, I am now really reading the History of Catawba County, then I'll return to Annals of Lincoln County, History of Rowan County and others which have mostly adorned my bookshelves only, for many years.

I have searched wills, deeds, guardian accounts, estate settlements and marriage records in Catawba, Lincoln, Iredell, Rowan, Mecklenburg and Surry counties this fall.

I have also searched the McCubbins papers and other material in the Historical Search Room at the Rowan County Library in Salisbury, material at the library in Charlotte, the local library, and the Search Room at the State Library.

I have check various censuses and numerous books relating to the records of Maryland, Pennsylvania, Massachusetts and Virginia, as well as the Colonial and State Records of North Carolina.

I have checked cemetery records and cemeteries as well as the records of several county churches.

As a result of checking on the Civil War service of one of my Brady ancestors in North Carolina Troops: 1861-1865, I gave the Archives an original muster roll of Co. B., 19th Regt., N.C. Troops (2nd Cavalry), January-February, 1862, which was one of two missing muster rolls.

I am looking forward to checking the records of Snow Creek Methodist Church, Iredell County and Zion Lutheran Church in Catawba County. I especially hope to someday check the Presbyterian Church records at Montreat.

I have obtained needed information from the Landmark microfilm files of the 1850s and 1890s at the local newspaper office.

I also attended the DAR Genealogical Seminar in Raleigh at the Archives in Raleigh and give them a xerox copy of one of the Barkley Family Bibles.

In summary, the student exhibited an appreciation for the value of historical works and other secondary sources, displayed increased knowledge and use of a broad range of relevant primary sources, expanded her acquaintance with and use of libraries and repositories, took advantage of other educational opportunities, and contributed to the holdings of an archives and an organization. In whole or in part, these were the major effects of the LHP on the average student interested in genealogy.

As to the eventual outcome and disposition of the average student's research begun or enhanced in LHP classes, there are simply no known norms. It is known that some of these researchers eventually published their work, but a much greater proportion of research was eventually placed in libraries as typescripts by those unwilling or unable to publish. Perhaps one-half of the average students never produced a typescript but continue to work, intermittently, on research begun from one month to eight years ago.

The third type of research, generated only rarely, occurred when a student fell hopelessly and madly in love with genealogy at first sight and is best illustrated by example. In the spring of 1973, Charles J. Ragland's teaching certificate was in need

of the periodic renewal required in North Carolina. Impatient with the usual array of education courses offered for this purpose, Mr. Ragland enrolled in an LHP course carrying recertification credit and from a choice of several types, elected to attempt a genealogical project as the basic requirement for recertification set by his instructor. He found that upon release from Confederate service an ancestor had returned to his home in a distant North Carolina county only to learn from starving siblings that his parents and an older brother were dead, victims of the measles epidemics which ravished both military and civilian populations during the Civil War. Money was nonexistent and the farm was in ruins, but the young soldier tried to care for his younger brothers and sisters. He grew tobacco, but when he left to sell or barter it in the coastal area of the state the neighbors begged or stole food left for the children. For three trouble-filled years he strove to keep the family together against heavy odds. In 1868, disparing of any future in that area, he placed the younger children with relatives and, cautioning the older boys about the practical matters of living, he showed them the farm tools and told them that they must care for themselves. He departed for Texas only to meet a girl in Winston, North Carolina, marry her, and settle down near Charles Ragland's birthplace. This bit of drama, so glossed over or ignored by modern histories ignited Mr. Ragland with an insatiable desire to know more about his family's past. Within twelve months he had visited 120 courthouses on the eastern seaboard of the United States and was corresponding with hundreds of people. In 1978, Mr. Ragland published the first volume of The Raglands: The History of a British-American Family. Volume two is expected in 1982.

Charles Ragland's experience epitomizes that of a very small proportion of LHP students. Most of these would probably have stumbled upon their affinity for genealogy sooner or later; the LHP served to introduce them to their natural inclination, school them in research fundamentals, and act as a launching pad from which they could soar.

Research relevant to both genealogy and local history included cemetery surveys; the abstracting of church, census, and county records; and oral history. Cemetery surveys, whether individual, small team, or class efforts were very popular for apparent reasons. It was important work well within the ability of beginners to grasp and execute. Through it the student gained a sense of real accomplishment which prepared him psychologically for a step in other directions. When properly conducted under the guidance of the instructors, the surveys included an introductory section on the background, location, and conditions of the cemeteries and often a plat. Many surveys were done. Some have been published but the majority serve local researchers as typescripts.

A few examples may illustrate the richness and variety of efforts concerning cemeteries. One class, enthused over the discovery of the lost grave of Governor Dudley's mother, formed themselves into a permanent organization, the Onslow County Old Cemetery Society. In both Sampson and Cabarrus counties, Revolutionary-era cemeteries were cleaned and restored and also dedicated in public ceremonies. One instructor, a county historian, was able to move the approximate date of settlement back twenty years as a result of class efforts on the oldest cemetery in the county.

When the difficulty of the work is given proper consideration, an impressive number of LHP students became involved in abstracting and indexing various records, including censuses, court minutes, deed books, will books, church records, and newspapers; some are continuing these efforts. Students who chose this type of research were usually serious about finishing it. Some abstracts have been published; others are being used as typescripts.

Oral history gathering usually has

relevance for both genealogists and historians, and those active in other fields as well. Taped oral interviews grew in popularity during the LHP years. Unlike some other portions of the United States, North Carolina had not been the scene of extensive use of this technique and both students and instructors lacked precision in the techniques of oral history gathering. In one instance, two elderly encyclopedias of local lore were induced into conversation and the interviewer simply walked away. The results were excellent! The subjects became so engrossed that they totally forgot the activated tape recorder and spoke with such inhibition that transcription will require particular attention to judicious deletions. The tapes cover a wide variety of subjects, the most common being reminiscences of elderly folk about early schools, towns, or conditions of life. But other subjects, including some unusual ones, have been objects of oral history research. One tape, for example, contains the anonymous recollections of an ex-bootlegger, rich in details that only an initiate to such activities could provide. Perhaps the major problem with LHP-generated oral history was the lack of sufficient resources necessary to edit and transcribe the tapes.

The most common local history research topics dealt with churches and schools, apparently because novice researchers were able to relate to the topics easily and because relevant records tended to be accessible. As with genealogical research, local history topics ranged from poor to excellent and a few examples may serve to illustrate that these topics varied even more in motive, style, and approach.

The brief but well written "Muddy Creek Church of Christ" emerged as a newspaper article after a student, having become aware of the value of church records, discovered old minutes of the church among an aunt's private papers. Another, Taylorsville Presbyterian Church, was published as a book--the author had accepted the task of writing a church history and attended an LHP course to learn how. Even if "Trinity Evangelical Lutheran Church" is never published, the typescript will prove immensely valuable to future researchers in both genealogy and history for its contents reflect the intense concern of two elderly students for the preservation of their congregation's past. The history of a relatively modern school, Oakdale, was done by a student convinced of a need for community identity with the school in an area undergoing rapid change. By contrast the "History of Newton Academy and Cemetery" is an unpublished account of a school founded in the eighteenth century (the oldest school west of the Blue Ridge Mountains) written by a student concerned with the school's future. Her superbly documented draft proved that the academy's charter was still in force. As a consequence of her research and subsequent action, the local public school system (which had taken over Newton Academy years earlier) was unable to close the school as had been intended.

But if church and school histories comprised the mode of local history topics, they were by no means the majority. The breadth of subjects was as varied as is local history itself. An incomplete list would include papers on thriving communities and those now under the water; defunct and existing towns; transportation, roads and railroads; floods, rivers and mineral springs; iron forges and pottery; opera houses and libraries; preachers and politicians; and many other topics, especially houses. A number of students enrolled in order to acquire the expertise to research the history of their homes and/or property. Some of the students were eventually successful in getting old homes placed in the National Register; others were interested in actual restoration or in simply knowing the facts about their own property or local landmarks. Some were involved with a variety of buildings and created valuable photographic collections in the course of their research. Two students became convinced that the few "turtle-back" houses standing in their area

had been designed by the famous architect Stanford White and, at last account, their research had grown to a nationwide correspondence.

Some topics were rather unusual. As examples, one student found her own answers to a historical controversy generated by the descriptions of early explorers. Through the use of a random sampling technique, she gathered sufficient data from grants and deeds to conclude that the southern portion of her county had indeed been rather open prior to the white man's arrival. Another researched the folk music of a particular area and rediscovered the lyrics of Ella Mae Wiggins and Wilmer Watts which focused upon one of the nation's older "red scares," the Loray strike of 1929. But the most unusual, perhaps, was "Saturday's Child," an unpublished paper which resulted from a student's efforts to research the full story of a murder he witnessed as a child.

Student projects sometimes produced unusual results. Maxwell Williams took an LHP course in 1973 to "learn his way around the public records" in order to do research necessary for a historical novel based on the Halifax Resolves of 1776. His novel, First for Freedom, has not only been published but also has been performed as an outdoor drama during Halifax Week for five consecutive years. In another section of the state, a lady's efforts to research an early automobile toll road uncovered the fact that the toll road had been built upon the route of an early railroad. Although the student was unable to complete the project, her research revealed that the records of the Perly and Crocket Railroad had survived intact, moulding and deteriorating in the damp basement of a private home. Within a year, the archives had concluded successful negotiations for the records.

The emergence of research projects which were primarily educational in impact was a development as unexpected as the use of LHP courses for teacher recertification, and as welcome. Most such projects were created by teachers but a number were developed by non-teachers for other purposes and later found to be exceptionally useful as educational tools. Slide-narrative projects were particularly popular and effective: Historic Sites in Cleveland County, a slide-narrative presentation developed by three teacher-students in 1975, was further refined by the creators in succeeding years and is still in use. The Church of St. John's in the Wilderness, a particularly well-done work about a church rich in secular as well as ecclesiastical history, was created by a non-teaching student. Another student, site manager of historical Vance Birthplace, created a slide-narrative about site reconstruction which is now used at the site's visitor orientation center and in the public schools.

Two slide-narrative productions created for non-educational purposes were used to educate and influence decision makers. The productions concerned two old homes located on property which had been acquired by Asheville-Buncombe Technical Institute for purposes of plant expansion. The houses were scheduled to be wrecked and removed. One, the Smith-McDowell house, was the oldest home remaining in Asheville; the other was Fernihurst, a mansion which George Vanderbilt had wanted to buy but could not—and instead launched the now famous landmark, Biltmore. The two slide-narratives developed in LHP classes at the school convinced the Asheville-Buncombe Technical Institute board of trustees that the houses were worth saving. Fernihurst is being used by the school but the integrity of the dwelling is being preserved. The Smith-McDowell house has been leased in perpetuity to the Western North Carolina Historical Society which is restoring the home and making it into the Western North Carolina Heritage Center.

One teacher, after taking an LHP course (and subsequently securing several class members as guest lecturers), taught a high school class in local history which resulted in the publication, Halifax Heritage, written by the students. This type of development was not an isolated

incident but publications by high school students were and are rare. Still other teachers developed projects oriented toward the lower grades. These projects usually involved charts, encouraging children's inquiries of parents and grandparents about family and local history, "show and tell" (a technique quite effective in LHP classes also), survey sheets, and the gathering of information on old, defunct schools. However, all public school teachers who took LHP courses did not do projects that had direct classroom relevance. Like Charles Ragland, many were interested in other research directions born of personal interest and the range of their interests was wide indeed.

At one institution a fortuitous combination of circumstances provided students of all backgrounds and research interests and their instructor unusual opportunities for expression. The instructor at Rockingham Community College was also chairman of the history department there. As a direct result of his involvement with LHP courses conducted at that institution, the instructor gave up the chairmanship to become the community college system's first historian-in-residence. A lack of sufficient funds somewhat blunted the effectiveness of this development and the full program of activities and courses planned for implementation did not occur. However, his LHP classes were so successful that the Rockingham County Historical Society agreed to sponsor a semiannual journal to publish the students' work. Begun in 1976, the Journal of Rockingham County History and Genealogy continues to be sustained by student research.

A side effect of the LHP was an increased use of libraries and expanded library holdings relevant to the local and family history fields. Too, LHP students were encouraged to place copies of their typescripts, tapes and other projects with the most logical depository in the area, usually a public or community college library. A number of librarians took LHP courses to better familiarize themselves with the fields and some became involved. For example, one librarian wrote a history of her public library, began adding relevant publications, and now has a small but excellent, and growing, manuscript collection. Another, a public school librarian, began adding North Carolina history, local history, and genealogical materials; started a vertical file on local matters; and surveyed the school community for resource people to do tapes on county history. Regional public libraries became receptive and promoted workshops for librarians on local and family history materials. Community college libraries were directly affected and few indeed did not substantially expand their holdings of relevant materials. Some created North Carolina shelves, map collections, and vertical files; nearly all added microfilm.

The total effect of the LHP upon library holdings and librarians' attitudes in North Carolina is impossible to gauge. However, during the eight years of LHP activity libraries across the state observably acquired what can only be described as a considerable mass of material directly relevant to the local and family history fields.

The effects of LHP activity were not always predictable. The effect upon libraries was not consciously planned and the attraction of school teachers to the program as well as the quality of their work was a surprise. The long range effects of some student projects such as occurred in Rockingham County, Asheville, and Halifax were totally unforseen. Students certainly did not plan to change their professional lives by enrolling, but some were changed: a young man became an assistant clerk of court; an older man returned to graduate school; a young woman became a newspaper reporter; and another lady became assistant manager of a state historic site, all as direct result of LHP exposure.

Other unforseen results of the LHP reached far beyond the classrooms of the community college system. Some results derived from student work with existing local groups; some from groups of students acting in

post-class concert. Other results stemmed from the frustrations attending LHP successes and needs. A number of local historical or genealogical societies were rejuvenated or re-activated by recruits from LHP classes. These revitalized organizations launched various projects such as the purchasing of reader-printers, microfilm, and other materials for local libraries; setting up county historical rooms and staffing them; writing county histories; initiating county-wide cemetery surveys, and a host of other activities. In almost every instance where classes were held, students joined local societies; some eventually became officers. One student became president of perhaps the strongest regional historical society in the state and, dissatisfied with the city's cooperation in historical matters, ran for the city council and won!

In at least five instances, entire classes, or groups of students, created historical and genealogical societies that are still active and healthy. The first of these, the Johnston County Genealogical Society, was organized in January 1973 as a result of one of the original fifteen experimental courses. At their organizational meeting in the public library which would become their headquarters and depository, this group designated seven research categories of interest to them, appointed a chairman for each category, and agreed that each member would provide input according to ability and inclination. The categories were: tombstone inscriptions, census records, school records, Bible records, place names, genealogy, and a broader category of tradition and human interest. It proved to be an effective approach. In the intervening years, three volumes of cemetery records; one volume of Bible records; twenty-one volumes of county court minute transcripts; one volume of deed abstracts; two volumes of will abstracts; four volumes of census abstracts; one volume of land entry transcripts; one volume of rare birth, death, marriage, and fleshmark records transcripts; twelve family histories; and a quarterly newsletter have been published by the society or its members. Four volumes of county court minute transcripts are being prepared for publication at present, twelve unpublished family histories, and seven unpublished census abstracts repose as typescripts among the society's holdings.

Other societies formed by class members engaged in various activities: they acquired old homes, initiated cemetery surveys, sponsored journals, and, in short, engaged in a wide variety of efforts related to the local and family history fields. One group even became involved in a lawsuit. Still another class took a different route and organized themselves into a historic properties commission. Within a year the group had gotton two houses and a lot declared historic properties in the city of Albemarle; purchased the third oldest home in the city, pursuading the county commissioners to pay for most of the cost; and revitalized the county museum association which then set about restoring the home and preparing it as a modern museum facility.

Two totally unforseen developments grew out of frustration resulting from LHP success; both were statewide in application and continue an impact well beyond the scope of the LHP and the boundaries of North Carolina.

The seeds for one development were planted thirteen years before the LHP appeared. In 1959, the North Carolina State Archives began a concentrated program to preserve and microfilm county records. Within ten years most county records generated prior to 1900 (with the exception of recorded wills and deeds) had become permanently housed in Raleigh. There they were cleaned and/or restored, processed and classified, microfilmed, and arranged as archival holdings. (Post-1900 records remained in the counties but were microfilmed by archives' field teams as a security measure.) However, this giant step so necessary to the preservation of North Carolina public records also created a near-insurmountable accessibility problem

for local researchers with regard to non-twentieth century records. Even though the will and deed books remained in the counties, research in these and in post-1900 records was sometimes hampered by the lack of space and lack of assistance at some courthouses, and by the hours kept by all. Frustrated by these dual problems of inaccessibility, LHP instructors and students generated a severe strain upon archives' resources in the form of mailed research requests, visits to the archives search room, and verbal and written complaints.

To solve their mutual problem, LHP and archives personnel collaborated in conceptualizing, designing, and implementing a project to return records to the counties via the medium of microfilm. Termed the "core collection," the effort involved identifying those county-level public records most often used in local and family historical research, grouping these into a "core" of county records microfilm for each of the one hundred North Carolina counties, and marketing the individual cores to libraries in the community college system.

Generally, the records included in the core collections were those dealing with courts, estates, land, marriages, taxes, and wills up to 1868. Early records of county commissioners, boards of education, and initial volumes of orders and decrees and special proceedings were also included as bridges to the post-1868 period. Most core collections were relatively small, a characteristic which permitted a marketing approach to system libraries stressing the core's appeal as a low cost, high use resource eternally relevant to citizens in the institution's service area.

The LHP was quite young in early 1974 and no one involved cared to predict the success of the Core Collection Project. Many were openly skeptical that the program had sufficient appeal at the schools to warrant their expenditure of funds for such a venture. They were wrong. Within the relatively brief deadline set for their response, so many community colleges had ordered core collections that the archives fell a year behind in filling them. Within that year additional demand grew: the State Library purchased the entire core collection, public libraries demanded the same incentives to purchase as had been given the community college institutions, and at least one university bought cores for the ten counties surrounding it. In succeeding years large research libraries in other states have purchased core collections for many, if not most, North Carolina counties.

For most community college system libraries, the core's obvious relevance and use was limited by its character as an initial collection. Since 1974 these institutions have added to their core collections by expanding local records microfilm acquisition well into the twentieth century; adding the cores of parent counties and surrounding counties; and acquiring census, newspaper, and (where possible) church records microfilm. A number of public libraries have taken similar action.

To date, the impetus begun by the Core Collection Project has placed approximately sixteen thousand reels of county records microfilm on the shelves of North Carolina libraries from Manteo to Murphy. This mass of research material has enabled thousands of local researchers to pursue their goals. It is not possible to measure the impact of the Core Collection Project. It must simply rank as the most monumental "spin off" of the LHP to date.

The Core Collection Project alleviated only a part of the frustration stemming from a dearth of resources. The LHP continued to function at a decided disadvantage with regard to the availability of instructors and teaching materials. These deficiencies usually went unnoted by nonparticipants because program successes and a profusion of commercially available research texts combined to create a contrary illusion. In actuality none of the available texts addressed LHP participants' greatest

need--a discussion of North Carolina sources. Program successes resulted from the superb efforts of instructors to overcome the dearth of teaching materials.

Their efforts produced great variation among LHP courses. As previously noted some variety was deemed necessary and desirable. However, the improvisations of individuals who differed greatly in background, interests, and expertise was not merely a great burden upon them as instructors, but the resulting gaps and differences in content, emphasis, and depth of coverage became varied to the extreme. The need for a text, obviously desirable from the beginning, became irresistable and plans were begun for a book which would be primarily oriented toward a discussion of those unpublished sources most often used by local historians and genealogists in North Carolina.

The plans, based on three years of observation and experimentation in the field coupled with the advice of instructors and the advisory committee, embraced a wide scope of content achievable only through a multi-author approach. Creation of the book hinged upon securing the services of those who were highly knowlegeable in a particular field, willing to participate in the project, and able to find enough time in their busy lives to complete their portion. Support funds were quite insufficient for the project and the majority of authors provided their work gratis.

Begun in 1975, work on the text continued in varying degrees of intensity until completion of the laboratory draft in early October of 1979. The laboratory draft, scheduled for a final revision based on the results of exlusive use by LHP classes, was never published. On 31 October 1979 the Department of Community Colleges announced its intention to terminate various specialty education programs including the LHP. In deference to the origins of the work, the Department agreed to produce several hundred copies for the benefit of system institutions, instructors, authors, and advisory committee members. A hasty "final" revision was launched to eliminate the deliberate double spacing of the experimental edition, correct known errors, and, in short, cast the work into a format traditionally characteristic of formal publications. When completed in early 1980, this revision contained 532 pages of main body, appendixes, glossary, bibliography, and index.

However, the "final" edition was destined to be neither final nor published. While the revision was in progress, LHP leadership made officials of the North Carolina Genealogical Society aware of the book's plight and solicited their help in saving it from obscurity or piracy. Strenuous efforts by LHP and society leaders were rewarded on 4 February 1980 when the text manuscript became the legal property of the society.

The society has subjected the work to the necessary proofing, verification, and testing which was to have resulted from experimental use. The modifications which are currently being made are calculated to expand the book's marketability but not detract from its use as an educational tool. Known by various titles during its existence, the book is scheduled to be published by the North Carolina Genealogical Society during the summer of 1980 as North Carolina Research: Genealogy and Local History.

Unlike the Core Collection Project, this book's impact upon research in North Carolina remains to be demonstrated. But, if the experience, planning, dedication, and effort that have gone into it are worthwhile indicators, North Carolina Research will play an important role in local and family history research in North Carolina during the coming years.

The fruits of Dr. Herring's vision and efforts paid rich dividends. The program touched thousands, resulting in both concrete, individually definable developments and a great increase of positive activity in the kindred fields overall. The LHP has

been praised by its participants, by organizations, and by the state historian, the state archivist, the president of the state genealogical society, and many other professional and lay leaders in North Carolina. The evidence of progress and the praise of concerned publics and individuals confirms that the program was a success, but does not answer the question of what the program was. The North Carolina experience in local and family history education can, perhaps, be more objectively observed from a summary perspective of its dominant characteristics and major function.

The LHP was never a permanent curriculum within the community college system. Confined to the adult education dimension, its tenure at any locale was at best intermittent; its employees always temporary. Poor in human and material resources, loosely structured, nondirective and certainly noncoercive, the LHP was not a "program" in the sense in which that term is generally used. In the sum of its major effects it was basically the relationships that existed between the coordinator and the instructors as expressed through the vehicle of the community college system and reacted to and acted upon by the students. Those relationships did not constitute a "program"; in the aggregate they functioned as a catalytic force stimulating citizen involvement in local and family history across North Carolina.

The LHP accommodated limited resources and the heterogeneous attitudes, interests, and capabilities of both instructors and students by being broadly targeted toward progress in local and family history; any activity toward this goal was considered legitimate and was encouraged. As a consequence, the program was somewhat eclectic in composition; experimental in conduct; and non-purist in both the pursuit and definition of progress. LHP leadership placed equal value on such diverse projects as a well-researched typescript on family history and an exact working replica of an early nineteenth-century molasses mill, on a slide-narrative presentation for school children, and an abstract of census records. Nor was the definition of progress limited to tangible research but included evidence of positive activity in any facet of the fields which was demonstrably a result of LHP influence.

This broad-brush educational approach produced an almost incredible variety of results leavened by a lack of predictability which proved equally exciting, disconcerting, and informative to LHP personnel. An instructor whose forte was history might have a room full of students interested only in genealogy; students desiring to research a town or business might have a dedicated genealogist as a teacher. Students were also somewhat unpredictable regarding their use of new knowledge. The example of one student who put her new-found appreciation for primary sources to use by preventing the destruction of her church's original records by a cleanup committee can be balanced by the lady who, with a smack of satisfaction, announced the discovery of a cousin's illegitimacy and queried her fellow students as to whether she should tell him immediately or wait a few weeks! The establishment of courses was also unpredictable as to outcome. There were instances when highly qualified instructors were hired by enthusiastic institutional personnel to conduct a course for a public which had long expressed a desire for it, and the result was total failure! By contrast, one instructor was hired who had no background in local and family history. A writer with the reputation of "getting things done," she was chosen as a means of attracting individuals to a setting wherein a potential instructor might be identified. But a "magic mix" occurred and the results had all the drama and suspense of a soap opera: a coalescing of student and instructor interests was followed by a court injuction to stop destruction of the old courthouses with only moments to spare, the county history society was rejuvenated and headquartered in the courthouse, and a county history room was established.

A principal characteristic and perhaps the major advantage of a catalytic movement is

the generation of strength and action far disproportionate to the resources which sustain it—strength which is fueled at the expense of functions normally found in formal organizational structure. The approach used by the LHP produced a wealth of talent but there was a corresponding lack of ability to control and direct that talent except through personal persuasion. The general approach resulted in a rich mosaic of student research, but there was a corresponding lack of structure through which to effect adequate information retrieval; the majority of LHP-stimulated research remains unidentified. A substantial amount of student research which either originated in LHP classes or was critically enhanced by them was published, but many (perhaps the majority) of these publications are unrecorded as LHP-related phenomena. Of the hundreds of student projects which reached the typescript plateau, perhaps fewer than half could now be identified by instructors even with great exertion. As for the status or quality of research performed by the remainder of students, little is known; except that many continue to work. In brief, the LHP (like most catalysts) was largely a prisoner of its own function. It could generate good teaching and good research but could not take further steps to reward excellent instruction or to help get quality research published. It generated activity beyond its ability to supervise and created demands far in excess of its ability to meet but could not expand its own staff nor even secure adequate secretarial help for many years.

It is necessary to note such limitations for they were an integral part of the North Carolina experience. They are, however, relatively unimportant to an overall perspective of the LHP. A complete record of results was no more a major concern of the program than the nature of or lack of academic degrees held by the instructors or their affinity for one field over another. The LHP was a catalyst and, concrete results notwithstanding, its most significant quality was—and remains—its catalytic impact. It started students on the road to research and stimulated their subsequent activities within organizations; it provoked the irritants of success which resulted in the Core Collection Project and the text. Most important of all, it infected enough students with an enthusiasm for the fields of study that the ripples started by the program have never stopped. In his reply to a request for data, one instructor summarized the immeasurable but enduring qualities of the Local History Program:

> . . . what won't show on any questionnaire will be the delightful association between class members sharing their enthusiasm and sparking others to dig in deeper and share also. Too, what won't show will be the continuing interest of the great majority of the class members who are still pursuing some aspect of the fields: researching, holding workshops, promoting and, in short, playing the exciter role in local and family history.